

DOCUMENT RESUME

ED 196 787

SO 013 071

TITLE Resources for Teaching U.S. History. TeachERIC Resource Series, No. 1.

INSTITUTION ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.

REPORT NO ISBN-0-89994-248-2

PUB DATE 80

CONTRACT 400-78-0006

NOTE 26p.

AVAILABLE FROM SSEC Publications, Social Science Education Consortium, 855 Broadway, Boulder, CO 80302 (\$9.95 for the series, not sold individually).

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Annotated Bibliographies: Elementary Secondary Education; Resource Materials; Social Studies; *United States History

ABSTRACT

This annotated bibliography, one of four separate resources in the "Teach ERIC Resource Series," cites materials dealing with United States history for use at the elementary and secondary levels. All materials listed are available through the ERIC system and in journal articles. The purpose of the series is to help familiarize teachers with the ERIC system and what it can do for them. The bibliography references classroom activities, units of study, simulation games, lists of resource materials, curriculum guides, and teaching guides. Many of the resources focus on specialized topics. For example, one journal article describes how colonial classroom committees can recreate an era of taxes, tyranny, and military tangles; another article contains three moral dilemmas designed to teach elementary students about the values conflicts in the Revolutionary War; and a third article provides examples of how oral history can be used in the secondary classroom. Most of the materials are suitable for integration, at the teacher's discretion, into a basic comprehensive course. The bibliography is organized into two major parts: the first part cites journal articles; the second part lists ERIC documents. Within each part, the citations are arranged, first, by grade-level groups (K-6, 7-12, K-12) and then by ERIC accession number. The largest sections are devoted to materials for grades 7-12. Information about ordering or obtaining access to both journal articles and other resources is provided in a brief introduction to each part. (Author/RM)

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RESOURCES FOR TEACHING
U.S. HISTORY
TeachERIC Resource Series, no. 1

56 013 071

ERIC Clearinghouse for Social Studies/Social Science Education

Social Science Education Consortium, Inc.

Boulder, Colorado

1980

TeachERIC Resource Series, vol. 1

ISBN 0-89994-248-2

Series price: \$9.95

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This publication was prepared with funding from the National Institute of Education, U.S. Department of Health, Education, and Welfare under contract no. 400-78-0006. The opinions expressed in this report do not necessarily reflect the positions or policies of NIE or HEW.

PREFACE

This booklet is one of four separate resources in volume 1 of the TeachERIC Resource Series, a publication service for teachers instituted this year (1980) by the Social Science Education Consortium and the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS).

ERIC/ChESS is one of 16 information clearinghouses in a nationwide network, the Educational Resources Information Center (ERIC), funded by the National Institute of Education. Each ERIC clearinghouse, which is responsible for collecting and disseminating current educational materials in its specific subject area, is sponsored by a university or professional association.

As the host organization for ERIC/ChESS since 1971, the SSEC has ready access to more than 300,000 educational documents through ERIC's computerized information storage and retrieval system. Among these resources are curriculum guides, teaching units, descriptions of innovative programs, bibliographies, and research reports. Many of these documents are available only through ERIC. They can be examined on microfiche at hundreds of ERIC collections housed in libraries and resource centers all over the United States, or they can be ordered, in microform or paper copy, from a central distribution facility.

The purpose of ERIC is to collect useful resources--many of which would not otherwise be widely available--and make them accessible to educators in various roles and at all levels. Teachers can use ERIC to find the latest information on effective classroom techniques and materials. Administrators can use ERIC to identify new and significant educational developments. Researchers can use ERIC to keep up to date in their fields of interest. Even students can use ERIC--to obtain information needed to prepare term papers, theses, and dissertations.

One purpose of our new TeachERIC Resource Series is to help familiarize teachers with the ERIC system and what it can do for them. The four topic areas chosen for this initial volume reflect the requests for specific kinds of information received by this clearinghouse during the past year. As we learn about new concerns and needs, we will prepare additional resource bibliographies on those topic areas. We also stand ready to provide individualized resource lists in the form of printouts of custom computer searches of the ERIC data base. (For more information, write to ERIC/ChESS at 855 Broadway, Boulder, Colorado 80302 or call 303/492-8434.)

We hope that this booklet will be a useful resource for teachers who are looking for information and materials in this specific subject area. Comments and suggestions for future topics are welcomed.

James E. Davis

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Education Consortium, Inc.*

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INTRODUCTION

The teacher of U.S. history at any grade level faces a prodigious task--to present the various events that make up our past and present in an interesting fashion, and to do so in a relatively brief period of time. The purpose of this TeachERIC bibliography is to provide teachers with suggestions for resources that can help enliven this process and provide new content for the study of U.S. history.

A variety of topics and methods are represented in the resources described here. Many are focused on specialized topics that would not normally find their way into conventional U.S. history courses. Most are suitable for integration, at the teacher's discretion, into a basic comprehensive course. All have been entered into the ERIC (Educational Resources Information Center) system.

This resource bibliography is organized into two major parts: the first part cites journal articles; the second part lists other kinds of documents. Within each part, the citations are arranged, first, by grade-level groups (K-6, 7-12, K-12); within each grade-level group, the resources are listed in roughly chronological order by their ERIC accession numbers, beginning with the highest numbers (those resources entered most recently into the ERIC system) and progressing to the lowest numbers. Information about ordering or obtaining access to both journal articles and other resources is provided in a brief introduction to each part.

The largest sections are devoted to materials for grades 7-12, a situation which reflects the fact that U.S. history receives the most attention at grades 8 and 11. However, many of the materials described can be adapted to meet the needs of different grade levels or the special needs of students and teachers.

JOURNAL ARTICLES

The articles described in this section have been entered into the ERIC system. Their annotations appear in the *Current Index to Journals in Education (CIJE)*, which is published monthly and available at libraries throughout the country.

If you want to read an article in its entirety, you may find the relevant back issue in the periodicals section of a nearby school, university, or public library. If a local library does not have the article, you may write for one or more reprints to University Microfilms International, P.O. Box 1764, 300 N. Zeeb Rd., Ann Arbor, Mich. 48106. The following information is needed: title of periodical or journal, title of article, name(s) of author(s), date of issue, volume number, issue number, and page numbers. All orders must be accompanied by payment in full, plus postage. Write to UMI for current price information.

Elementary (K-6)

EJ 191 816. "Songs of Sorrow, Songs of Joy," by Kohn A. Frank. *Teacher* 96, no. 1 (September 1978), pp. 118-124.

The author argues that folk music is an excellent resource for learning American history: as the voice of common people, folk music reminds us that history is not merely a body of chronological information, but the composite experience of generations.

EJ 174 059. "Native Americans: One Teacher's Approach to Bridging Two Worlds." *Instructor* 87, no. 7 (February 1978), pp. 74-76.

This article describes a program for teaching about Native Americans and includes information on where to get relevant materials.

EJ 156 555. "Boston and Williamsburg: Reliving the Revolution," by Mary Ellen Baur. *Teacher* 94, no. 3 (November 1976), pp. 83-86.

The author describes how colonial classroom committees can recreate an era of taxes, tyranny, and military tangles.

EJ 136 921. "Using Moral Dilemmas to Study the American Revolution," by Larry Dean Wills and David Curtis Skaggs. *Social Education* 40, no. 5 (May 1976), pp. 307-309.

Three moral dilemmas designed to teach elementary students about the values conflicts in the Revolutionary War are provided.

EJ 135 901. "Making a Bicentennial Live for Sixth Graders," by Flora Wyatt. *Language Arts* 52, no. 6 (September 1975), pp. 898-901.

Many types of historical activities are described that enabled sixth-graders to study the history of their community.

EJ 049 587. "Something New With Old Things," by Robert W. Wood. *Social Studies* 62, no. 7 (December 1971), pp. 315-17.

The author believes that collecting, using, and displaying old or antique items will give elementary children some firsthand experience of how people in the past lived, what they worked with, and the progress of their industrial development. Using brainstorming, interviews with senior citizens, resource people, and classroom demonstrations are suggested as techniques.

Secondary (7-12)

EJ 208 600. "Going West," by Shirley J. Fouts and Wayne E. Hermeier. *Social Education* 43, no. 6 (October 1979), pp. 495-96.

This article describes a classroom game simulating the American westward movement in 1850. Designed for junior high school students, its emphasis is on making decisions, clarifying values, and understanding the conditions of those who moved to the West.

EJ 198 674. "Document of the Month: Writing a Letter of Appeal," by Mary Alexander and CeCe Byers. *Social Education* 43, no. 3 (March 1979), pp. 198-99.

In the activity described in this article, secondary students examine a letter of appeal written during the Depression to President Franklin Roosevelt. The letter is from an attorney concerned about his unemployed father and his ill mother. Suggested exercises include discussion of the letter as an historical document and writing a similar letter.

EJ 195 414. "Locating and Gathering Information in Social Studies," by Clifford T. Bennett. *Social Science Record* 16, no. 2 (Winter 1979), pp. 27-29.

This article presents two sample lessons designed to promote research skills at the secondary level. A world studies and an American history lesson are outlined. Students find answers to questions by consulting encyclopedias, histories, and dictionaries. Discussion of the learning experience follows.

EJ 195 411. "The Great Depression: Were You There?," by Paul Lissandrello, Jr. *Social Science Record* 16, no. 2 (Winter 1979), pp. 20-21.

The author describes a method of teaching a unit on the Great Depression and the New Deal. He contacted a local nursing home to find someone interested in sharing recollections of the 1930s. The respondent, a retired chiropractor, proved to be an interesting and delightful resource. The author notes that both students and visitor profited from the interaction.

EJ 186 047. "Living History in the Junior High School Classroom," by Lo's J. Barnes. *History Teacher* 11, no. 4 (August 1978), pp. 509-513.

Describes a junior high course in American and Kentucky state history in which teachers and students assume the roles of historical figures and speak about life in their eras. Students research their characters' backgrounds, make costumes, and use authentic props.

EJ 176 411. "A Resolution on 'The Indian Question,'" by CeCe Byers and Mary Alexander. *Social Education* 42, no. 4 (April 1978), pp. 301-303.

This article discusses episodes from the history of the Sioux Indians in North and South Dakota and suggests ways in which this information can be incorporated into social studies classroom activities. Information is taken from primary source material in the Educational Division of the National Archives.

EJ 140 280. "The California Experience: A Successful Class for Juniors and Seniors," by Mary Lou Lyon. *Social Studies Review* 15, no. 1 (February 1975), pp. 14-15.

The author describes a California studies course that integrates history, geography, culture, and current events.

EJ 140 279. "Oral History Goes to School," by Joyce Henderson. *Social Studies Review* 15, no. 1 (February 1975), pp. 10-12, 41.

Examples of how oral history can be used in the secondary classroom are provided in this article.

EJ 136 041. "Bringing the Bicentennial Back Home," by Dolly Sherwood. *Media and Methods* 12, no. 3 (November 1975), pp. 38-41.

The author explains how a trunkful of articles representative of local and regional history can form the basis for an exploration of historical issues.

EJ 128 536. "Schools as Archives," by Anthony B. Penna. *History Teacher* 9, no. 1 (November 1975), pp. 19-28.

A secondary-level course in which students utilize the records contained in one city school building as a basis for investigating the historical development and present condition of the community served by that school is described.

EJ 113 377. "The Indian in the Mainstream: Indian Historiography for Teachers of American History Surveys," by David R. Edmunds. *History Teacher* 8, no. 2 (February 1975), pp. 242-264.

This selective, annotated bibliography of books and articles covers Indian-white relations throughout American history.

EJ 053 817. "A Conversation in a Philadelphia Inn, 1775," by John L. Betts. *History Teacher* 5, no. 3 (March 1972), pp. 9-20.

This reconstruction of a conversation that might have been will give students a valuable insight into the causes of the American Revolution. Included are a study guide and a suggested quiz.

EJ 037 193. "Historical Inquiry as a Method of Teaching American History on the Secondary Level," by Laszlo E. Miklos and Mary Oellerich Miklos. *Social Studies* 62, no. 3 (March 1971), pp. 113-17.

This article briefly presents research studies on efficacy of the historical inquiry method, discusses the teacher's role in inquiry, and provides guidelines for evaluation. A sample lesson plan on the Civil War concludes the article.

EJ 018 112. "The Demands on the History Teacher Using the Inquiry Method," by John R. Steinkamp. *Social Studies* 61, no. 3 (March 1970), pp. 99-102.

Those techniques and procedures necessary for the successful use of the inquiry or inductive method are presented, and examples are given of their use in teaching U.S. history from original resource materials.

Elementary/Secondary (K-12)

EJ 193 302. "Document of the Month: Photograph of a Land Auction," by Mary Alexander. *Social Education* 43, no. 1 (January 1979), pp. 30-31.

This photograph of a land auction in Imperial, California, in 1904 is accompanied by a history of the federal government's policy on the distribution and development of publicly owned land. Suggestions for using the photograph as historical evidence are included.

EJ 182 241. "America's Forgotten Maritime Heritage: Primary Ingredient for Education Programs," by William Ray Heitzmann. *Sea World* 53, no. 8 (1978).

This article contains a maritime heritage quiz, some suggested areas for lessons, miniunits, and a bibliography of resources pertaining to the sea.

EJ 172 608. "The Return of the Rebus," by John Farr, Jr. *Social Studies* 68, no. 6 (November/December 1977), pp. 263-65.

This article describes a teaching technique in which students in a U.S. history class created rebuses describing significant historical events. (A rebus is a riddle in which words or syllables are represented by pictures of objects whose names resemble the intended words.)

EJ 138 628. "The Formative Years: A Critical Review of Audio-Visual Aids for Teaching American History, 1607-1789," by J. William T. Youngs, Jr. *History Teacher* 9, no. 3 (May 1976), pp. 379-407.

The author evaluates selected audiovisual materials on early American history. The materials are divided into five categories: general surveys, colonization, life in early America, the Revolution, and the Constitution.

OTHER RESOURCES

The resources described in this section are indexed in *Resources in Education* and included in ERIC microfiche collections. If you want to read a document in its entirety, check to see whether your local library or instructional media center subscribes to the ERIC microfiche collection. (For a list of libraries in your area that subscribe to the ERIC system, write to ERIC/ChESS, 855 Broadway, Boulder, Colo. 80302.)

If an ERIC collection is not accessible, or if you want a personal copy of the document in either microfiche (MF) or paper copy (PC), write to ERIC Document Reproduction Service (EDRS), Computer Microfilm International Corporation, P.O. Box 190, Arlington, Va. All orders must be accompanied by payment in full, including prepaid postage. Prices (correct as of April 1, 1980) are cited for each ED document. Note that for some documents paper copies are either not available or must be ordered from the publisher or distributor instead of from EDRS.

Elementary (K-6)

ED 160 665. "Feeling Proud: Teaching Minority Studies; Part I: Black Studies," by Judith Vogel. EDRS price: MF \$0.83, PC \$3.32; plus postage.

This report records the conception, development, and implementation of a black studies course for elementary students. Problems encountered, methods for student selection, and suggestions for approaching such a course are explained in detail. Short histories and perspectives of the course content (precolonial Africa, slavery, and civil rights) are followed by descriptions of how the course can be structured through the incorporation of student suggestions, field trips, art projects, and various programs that focus on specific individuals and aspects of black history. In addition, learning activities, the content and use of available books, games, and audiovisuals aids appropriate for such a course are described in each chapter. Suggestions are also made for displaying student art and written works and for developing programs that contribute to black pride. A description of possible funding sources is included along with a list of resource materials and a bibliography.

ED 133 238. *Interdependence--Spirit of 1976: A Special Bicentennial Edition of "Teaching About Interdependence in a Peaceful World,"* by Donald Morris. New York: United Nations Children's Fund, 1976. EDRS price: MF \$0.83, PC \$1.82; plus postage.

This booklet suggests methods and resource materials for teaching elementary-level students about the concept of interdependence. Students are encouraged to explore American history and find events

and individuals that worked to unite Americans and foster peace among ethnic groups, races, religions, the government, and American Indians. Activities are suggested which involve students in making collections of poetry and essays about their reactions to life today and in making colonial costumes. The author believes that awareness of new horizons can be deepened by discussing basic human needs, writing poetry relating the past to the future, and studying such critical global issues as energy, population, and mass transportation. A bibliography of 14 books and journals provides resource materials for all activities described.

ED 123 157. *The Story of the Chinese in America*, by Mel Jue. San Francisco: Chinese Bilingual Pilot Program, 1974. EDRS price: MF \$0.83, plus postage. Paper copy not available.

This curriculum guide for teachers of elementary-school children provides information on Chinese people in America from the 1800s to the present. The purpose is to increase the Chinese-American student's awareness and appreciation of his own heritage. Moreover, the guide attempts to develop among all people an understanding and appreciation of that heritage. Each chapter includes visuals, narrative, and questions for discussion. References, suggested field trips in San Francisco, and suggestions for visual aids are included.

ED 068 390. *United States History: From Community to Society*, Unit 7: *The Completion of National Expansion* (grade 6). Minneapolis: Project Social Studies Curriculum Center, University of Minnesota, 1968. EDRS price: MF \$0.83, PC \$9.32; plus postage.

The Plains Indians are studied in Unit 7, the last resource unit in this sixth-grade social studies course focused on culture. This unit provides two case studies of the Cheyenne and the Mandan for students to examine similarities and differences between the two cultures. The lives of the Indians are analyzed through the white man's perspective. The last part of the unit deals with the conflict and effects of white/Indian contact in the Plains area. A bibliography is included.

ED 068 387. *United States History: From Community to Society*, Unit 4: *Revolutionary America* (grade 6). Minneapolis: Project Social Studies Curriculum Center, University of Minnesota, 1968. EDRS price: MF \$0.83, PC \$4.82; plus postage.

Revolution is the theme of this resource unit, the fourth in a social studies series designed for sixth-grade students. In the first part of the unit, case studies are used to examine 18th-century Boston, Williamsburg, and Philadelphia, contrasting them to 17th-century Jamestown and Plymouth settlements. Emphasis is upon examining causes of the revolution, the Revolutionary War itself, and strategies of the war.

ED 032 322. *United States and Canada--Societies in Transition, Grade 5* (Taba Social Studies Curriculum), by Alice Duvall et al. San Francisco: Taba Social Studies Curriculum Project, San Francisco State College, 1969. EDRS price: MF \$0.83, PC \$18.32; plus postage.

The technological and cultural changes that have affected the United States and Canada since the 15th century are the subjects of this teacher's guide for a fifth-grade social studies course. Nineteen behavioral objectives to be mastered during the year and the rationales behind them are given. Also listed are the objectives of the curriculum (grades 1-8) of which this guide is a part, and the 11 key concepts emphasized at all levels of the curriculum. Teaching strategies for cognitive skills, attitudes, feelings, and values are included.

Secondary (7-12)

ED 177 848. *U.S. History: A Cambodian Supplement*, by Do Dinh Tuan et al. (in Cambodian). Arlington Heights, Ill.: Bilingual Education Service Center, 1977. EDRS price: MF \$0.83, PC \$6.32; plus postage.

The recent influx of Indochinese refugees into the United States has added thousands of students needing special attention to American schools. High school subjects that involve technical terminology are especially difficult for these students. This is also true of such subjects as U.S. history, which require some elementary background acquired by most Americans through mere exposure. This textbook is one of a series designed to act as a bridge between the skills and concepts already acquired by Indochinese students and those new skills and concepts they must acquire in the United States. This supplementary text in Cambodian was designed to help the students understand their American history text in English. The material was compiled and adapted from high school texts in order that the terms and concepts would be applicable to standard secondary textbooks.

ED 177 072. *Social Science Instructional Guides: High School (Grades 9-12)*, by Carl Hartman et al. West Chester, Pa.: West Chester School District, 1979. EDRS price: MF \$0.83, PC \$18.32; plus postage.

The guide, part of a social science learning continuum from first through twelfth grade, contains outlines for two-semester social studies courses for grades 9-12. Three components comprise each section: time allocations for units, instructional objectives, and a content outline.

ED 177 071. *Social Science Instructional Guides: Middle School (Grades 6-8)*, by Karen Best et al. West Chester, Pa.: West Chester School District, 1979. EDRS price: MF \$0.83, PC \$7.82; plus postage.

The guide contains outlines for two-semester social studies courses for grades 6, 7, and 8. The courses focus on the geographic setting, history, and cultures of the Americans and the need for inter-American cooperation. The guides for each course contain three components: time allocations for units, instructional objectives, and a content outline.

ED 173 019. *This Proud Land: A Unit in Native American Studies*, edited by Sally W. Noe and Gregory Wright. Santa Fe: New Mexico Department of Education, 1979. EDRS price: MF \$0.83, PC \$4.82; plus postage.

The American Indians of the Southwest--their history and culture from ancient to modern times--are the focal point of this resource manual based on an American history course developed at Gallup (New Mexico) High School. The course covers ancient culture and migrations of the Indian tribes now inhabiting New Mexico and the coming of Spanish explorers and Anglo settlers; it concludes with the Treaty of Guadalupe Hidalgo. This guide includes an outline for the two-semester course, performance objectives for students, maps, charts, sample tests and study guides, chronologies, and two detailed units of study, "Navajo Clan System and Distribution" and "Migratory Distribution." Brief background is provided on southwestern geology and physical geography; on cultural differences and similarities among the Anasazi, Hohokan, and Mogollon-Mimbres cultures from which modern tribes descend; and on the history and culture of tribes in the region. A bibliography of 55 entries directs the reader to in-depth information on various aspects of Southwest history.

ED 171 639. *Women in America: Half of History*, by Mary Kay Thompson Tetreault. Chicago: Rand McNally, 1978. Not available from EDRS; order from Customer Service, Rand McNally and Co., P.O. Box 7600, Chicago, Ill. 60608 (\$3.84).

This secondary textbook analyzes the role of women in the United States from 1620 to the present. Part 1, "Growing Up a Girl," discusses the role of the family, messages from the media, the schools, and decision making. Childhood games, early children's literature, early and modern textbooks, and traditional values are discussed. Part 2, "Following Tradition," looks at choices between marriage and a single life, the "proper sphere" of the woman, bringing up children, and growing old. Legislation, the birth-control movement, Dr. Spock, day care, divorce, and images of aging are also discussed. Part 3, "Leaving Home," examines volunteerism, earning a living, and past and present career choices. Topics include community work, the NOW statement on volunteerism, militants, colonial businesswomen, slave women, mill towns and factories, protection for women, "womanpower," and "womanagement." Questions and suggested activities follow each selection. Activities include analyzing comic strips, teen magazines, and popular songs; role playing family discussions; interviewing; examining newspapers to determine the type of work women do; and writing "future" autobiographies. An index is provided for teachers who prefer to organize their classes on a chronological basis.

ED 170 853. *Selector's Guide for High School United States History Programs* (EPIE Report no. 87m). New York: Educational Products Information Exchange Institute, 1979. Not available from EDRS; order from EPIE Institute, 637 W. 125th St., New York, N.Y. 10027 (\$20.00; quantity discounts available).

This report is intended to be used as a tool for educators in selecting the basic instructional materials that are best suited to their high school American history programs and for the teachers and students who will use the materials. This volume contains comprehensive analyses of 11 United States history textbook programs published since 1975, plus an introductory matrix on which selected instructional characteristics of these programs have been summarized. The matrix, backed up by the greater detail of the analyses, can be used by selectors to make side-by-side comparisons of the available textbook programs as they pursue the task of narrowing the field of choice to those particular programs that are most likely to fit their needs.

ED 170 182. *War Criminals, War Victims: Andersonville, Nuremburg, Hiroshima, My Lai* (Crises in World Order), edited by Lawrence Metcalf et al. New York: Institute for World Order; Chicago, World Without War Publications, 1974. EDRS price: MF \$0.83, PC \$4.82 plus postage. Paper copy also available from World Without War Council, 67 E. Madison, Suite 1417, Chicago, Ill. 60603 (\$0.25; quantity discounts available).

This pamphlet, intended for senior high school students, examines the complexities of applying international law to questions of individual rights and responsibilities in time of war. Case studies of four actual courtroom trials are presented. Events leading up to trials related to Andersonville, Nuremburg, Hiroshima, and My Lai are recounted to include various viewpoints. No interpretations are made, but study aids leading to discussion of the issues and definition of the principles are provided. A brief history of the development of law as a protector of individual rights from local to national to international is presented, and the role of international law is discussed. The final chapter encourages students to plan a model of a world system of law which is effective in protecting individual rights and encourages individual responsibility. The pamphlet concludes with a bibliography of books and feature films.

ED 166 758. *Free Speech Yearbook*, edited by Gregg Phifer. Falls Church, Va.: Speech Communication Association, Commission on Freedom of Speech, 1978. EDRS price: MF \$0.83; plus postage. Paper copy available from Speech Communication Association, 5205 Leesburg Pike, Falls Church, Va. 22041 (\$4.00).

The 17 articles in this collection deal with theoretical and practical freedom-of-speech issues, among them freedom of expression in the Confederate States of America, Robert M. LaFollette's arguments for free speech and the rights of Congress, and Supreme Court decisions on free press/fair trial conflicts.

ED 166 119. "Women in American History Unit," by Berniece B. Seiferth and Barbara Bennett. EDRS price: MF \$0.83, PC \$1.82; plus postage.

This teaching unit was developed to highlight the role of women in American history. Written for the junior and senior high school level, the unit examines how women's role has changed, what contributions were made by women in the almost 400 years of our history, effects of the women's rights and suffragist movement of the 19th century, and changes accomplished by the current women's movement. Objectives include development of the ability to compare American ideas of masculinity and femininity with those of other cultures, discuss Freud's opinions about women, explain how scientists and anthropologists have analyzed the conditioning of American women, and discuss contributions of specific women during specific periods of history. The unit contains pre- and posttests, a list of 25 objectives, suggestions for content material for each of 15 days, background issues with related study questions, and a bibliography of 25 resources.

ED 164 172. *A Survey of the Structure and Organization of the Bureau of Indian Affairs and Tribal Governments for American Indian High School Students* (Curriculum Bulletin no. 18.02), by Frederick C. Wilson. Phoenix: Bureau of Indian Affairs, U.S. Department of the Interior, 1975. EDRS price: MF \$0.83, PC \$3.32; plus postage.

Designed to expose high school students to the complexities of the bureaucratic structure of the federal government (especially that of the structure and organization of the Bureau of Indian Affairs and its relationship to tribal governments), this curriculum bulletin provides a guide for exploring the federal government's responsibilities to Indian communities established through the years by statute. Because Indian people are subject to their own tribal regulations as well as to state and federal laws, it also provides for the study of tribal government structures. The course seeks to help students to learn the origin of the history of Indian policy and understand the social, economic, political, and environmental factors that have influenced it in the past and that are at work today. Particular attention is directed toward the Indian Self-Determination and Educational Assistance Act, which places great emphasis on tribal government. Each of the 19 units within the course lists the major concepts to be studied along with an outline for the unit. Materials would include historical records, maps, charts, graphs, copies of the U.S. Constitution, tribal constitutions, the Indian Civil Rights Act of 1968, congressional records, and pamphlets from the Office of the Commissioner of Indian Affairs. Learning activities include lecture-discussions, resource speakers, field trips, special projects, and role play.

ED 162 917. *Teaching About Social Issues in American History: Four Demonstration Lessons*, by Allan O. Kownslar. Boulder, Colo.: Social Science Education Consortium, 1978. EDRS price: MF \$0.83, PC \$9.32; plus postage. Paper copy also available from Social Science Education Consortium, 855 Broadway, Boulder, Colo. 80302 (\$8.95).

By focusing on controversial social/political issues in high school American history and social studies courses, classroom teachers can help students develop critical-thinking skills. Contemporary issues of a controversial nature are particularly good topics for high school because students are generally familiar with the issues through exposure to radio, television, newspapers, and conversation with peers, parents, and teachers. Examples of prominent controversial issues are the Allen Bakke case, the proposed Equal Rights Amendment, political patronage related to the David Marston issue of 1976-78, and First Amendment freedoms exercised by the American Nazi party. For each of these issues, the book presents statements of fact and opinion, points of agreement and disagreement, and significant omissions by one side or the other. For each issue, information is presented on objectives, suggestions for classroom treatment, and materials for student use. Student activities include examination of fictional, journalistic, and objective accounts of the issues; class discussion; reading and writing assignments; debate; dramatic presentations; and role playing. This type of teaching/learning approach emphasizes reason and critical thinking rather than emotionalism and helps students distinguish fact from opinion and identify and resolve conflicting viewpoints. It also aids educators as they develop social issues programs with the objective of helping students become involved and informed citizens.

ED 153 940. *Balancing the Picture: Integrating Women Into American History, a Guide to Provide Balance for the Syllabus in Social Studies 11*. Albany: New York State Education Department, 1977. EDRS price: MF \$0.83; plus postage. Paper copy not available.

Using the New York state social studies 11th-grade syllabus, the developer of this guide has adapted statements of understandings and has added resources and research questions to give students a better perspective on the role of women in U.S. history. Five broad topics are explored: immigrants, culture patterns, civil rights; constitutional theory and practice and New York state government; mercantile and industrial capitalism; education and mass media; and national power and commitment. Within each area, the author has taken statements of understandings required of students and has suggested related research and discussion topics and resources to substantiate women's involvement.

ED 153 915. *American Women, 1607 to the Present: Booklets 1-6 and Instructional Guide*, by Polly Zane and John Zane. Berkeley: Proof Press, 1978. EDRS price: MF \$0.83; plus postage. Paper copy available from Proof Press, P.O. Box 1256, Berkeley, Calif. 94720 (\$32.00 for complete unit; \$13.50 for 6 student booklets; \$13.00 for 12 portrait prints; \$3.50 for chronological chart; \$3.50 for instructional guide; \$1.50 for vinyl envelope).

Focusing on changing roles of American women in response to social, technological, and historical influences since 1607, this unit describes women's participation in home life, sports, professions,

business, the labor movement, social reform, and the fight for legal rights. Each student booklet provides an overview of a chronological period and describes women's roles in various spheres of activity. The teacher's guide describes major themes of each booklet, offers rationales for the historical perspectives, and suggests discussion questions, library research topics, and vocabulary terms. Twelve portraits of women who played important roles in American history and a chronological chart of all major facts in the booklet are also included in the complete unit.

ED 150 069. *Winning Ideas in the Social Studies: 25 Creative Lessons That Really Work*, by Steven L. Jantzen. New York: Teachers College Press, 1977. Not available from EDRS; order from Teachers College Press, 1234 Amsterdam Ave., New York, N.Y. 10027 (\$4.25).

The purpose of this book is to provide social studies teachers with a variety of interesting and workable ideas for presenting hard-to-teach concepts in new ways. Included in this volume are the best ideas for simulations, values exercises, and other social studies lessons from *Senior Scholastic*, a magazine written especially for secondary social studies classrooms. Seven subject areas focus on U.S. history, American government, economics, world cultures and geography, international relations, social psychology, and sociology. The lessons in the book are suggestive and not prescriptive; the activities are designed to help students feel involved with the subjects being studied. Three or four lesson ideas are given for each subject area; however, most of the lessons have applications in more than one curriculum area. A chart at the beginning of the book indicates the multiple uses of each idea. The ideas presented here have been used and tested in both junior and senior high schools. Most of the games are appropriate for use in history clubs and similar extracurricular organizations.

ED 149 886. *The American Indian: A Microcourse*, by Norman Glick et al. Chicago: Chicago Board of Education, 1974. EDRS price: MF \$0.83; plus postage. Paper copy not available.

Designed for secondary students and focused on the concept of ethnicity in an urban setting, this microcourse on the American Indian presents general information on American Indians and an in-depth study of Indians in the Chicago area. Included in this curriculum guide are seven specific behavioral objectives, course content, teacher information, and student activities.

ED 141 220. *Working in America, Part 1* (Materials for Using American Issues Forum in the American History Classroom). Albany: New York State Education Department, 1976. EDRS price: MF \$0.83, PC \$4.82; plus postage.

This learning module is the first in a three-part series which examines American history in light of industrial development and expansion. Presented in field-test format to allow for feedback from

students and teachers, the booklet explores the American work ethic through presentation of an extensive teacher background section, eight class exercises, and 50 ideas for additional activities. The learning activities are designed to help 11th-grade social studies students develop concepts and understandings related to American labor history. The topics of the activities include labor imports, treatment of laborers, working conditions, upward mobility, worker attitudes, alienation, and success factors. Learning activities comprise reading and writing assignments, class discussion, hypothesis formulation, panels, art work, role playing, character research, and attitude measurement. The format of the exercises generally includes objectives, materials, strategy, and evaluation. Sample teacher questions, background information, illustrations, and newspaper clippings are included where relevant. The list of 50 supplementary ideas suggests community interviews, novel reviewing, a cartoon club, a labor history center, and a profile of labor beliefs. An evaluation form for teachers, a bibliography, a film list, and an annotated list of simulations are included.

ED 141 219. *The Business of America* (Materials for Using American Issues Forum in the American History Classroom). Albany: New York State Education Department, 1976. EDRS price: MF \$0.83, PC \$6.32; plus postage.

These classroom strategies for examining American history in the light of business issues are designed to be used selectively by teachers in 11th-grade social studies classrooms. The eight modules presented are focused on private enterprise in the marketplace, empire building, the development of U.S. industry, the petroleum industry in the United States, multinational corporations, the impact of empire building, controlling the economy, and selling the consumer. The format of the modules varies but generally includes an introduction to the topic, list of objectives, directions for carrying out suggested activities, and suggestions for establishing a set of basic generalizations about the topic. Background essays, data sheets, tables, charts, discussion questions, teaching guides, and transparencies are included as needed. The wide variety of suggested activities include simulation games, class discussion, student readings, data analysis by individuals and groups, class reports, role playing, class debates, case study approaches, and a play. An evaluation form and appendices containing additional information for teachers are included.

ED 134 527. *Certain Unalienable Rights* (Materials for Using American Issues Forum in the American History Classroom). Albany: New York State Education Department, 1976. EDRS price: MF \$0.83, PC \$6.32; plus postage.

This booklet presents a set of secondary-level classroom strategies for examining American history in light of issues identified by the American Issues Forum. Emphasis is on "certain inalienable rights" of citizens. This topic is covered in four sections: freedom of speech,

assembly, and religion; freedom of the press; freedom from search and seizure; and equal protection under the law. Each section in the booklet contains class activities involving reading, role playing, and debate; a selected bibliography of content area materials and films; and an annotated bibliography of general references. Section 1 presents 17 activities in which students analyze constitutional amendments and court cases dealing with public morality and free exercise of religion. With the nine activities in Section 2, students compare the meaning of "free press" to individuals and to American society. In one of seven activities in Section 3, a simulation teaches students about moot courts. Section 4 contains seven activities, including consideration of hypothetical classroom situations reflecting discrimination and segregation. Instructional overviews included at the back of the booklet outline content, key concepts, and suggested themes for each of the four sections.

ED 134 525. *A Nation of Nations* (Materials for Using American Issues Forum in the American History Classroom). Albany: New York State Education Department, 1976. EDRS price: MF \$0.83, PC \$6.32; plus postage.

This booklet presents a set of secondary-level classroom strategies for examining American history in light of the issues identified by the American Issues Forum. Emphasis is on the composite nature of American society, based on assimilation of American Indians, European and Chinese immigrants, and African slaves. A section on Indian/white relationships includes drawings about conquests and treaties made by Spanish and colonial Americans, a description from an 1868 edition of *Harper's Weekly* about Indian prisoners taken by Custer, recommended readings, and a list of words which illustrate Indian contributions to English language and culture. Sections on European and Chinese immigrants focus on motivations for immigration, native opposition to newcomers, and restrictive legislation. Drawings from magazines illustrate European families awaiting deportation and Chinese merchants being harassed by American legal restrictions. Readings portray the frustrations of immigration inspection on Ellis Island and political debates about allowing Chinese laborers into the country. Also recommended are techniques for analyzing social difficulties experienced by freed black slaves. All the materials are in field-test format.

ED 125 935. *Using Maps as Evidence: Lessons in American Social and Economic History* (Instructional Activities Series), by Edmond T. Parker and Michael P. Conzen. Oak Park, Ill.: National Council for Geographic Education, 1975. EDRS price: MF \$0.83; plus postage. Paper copy available from NCGE Central Office, 115 N. Marion St., Oak Park, Ill. 60301 (\$1.00; secondary set, \$15.25).

These activities are part of a series of 17 teacher-developed instructional activities for geography at the secondary level. The series involves students in the use of maps as a source of information about American social and economic history. It outlines six learning

activities which employ inductive methods. Given specific map information, students draw generalizations about the following topics: expansion west of the Appalachian mountains in the early 1800s, the logic of work-place and residence patterns, where people choose to live, railroad lines on the eve of the Civil War, farm protest movement, and social patterns in a city neighborhood. Background and procedures for each learning activity are specified, and maps are provided.

ED 117 014. *Oral History: What? Why? How? Guidelines for Oral History*. Harrisburg: Pennsylvania Department of Education, 1975. EDRS price: MF \$0.83, PC \$3.32; plus postage.

This booklet provides guidelines for the development of oral-history projects at the secondary level. Various options are described for establishing oral history in the school program: an elective semester course, an independent study project, a minicourse, a cocurricular history club project, an interdisciplinary course involving a number of curriculum areas. Descriptions of nine oral-history curriculum programs developed in Pennsylvania secondary schools are provided. Also included in the guidelines are a list of subject areas for student investigations, tips on interviewing community residents, a copy of an interview release form, tips for the use of interview materials, and two specialized questionnaires developed by the Pennsylvania Historical and Museum Commission. These questionnaires provide subject content and questions for the study of local ethnicity, community life, and labor/management relations. A list of local and oral resources and school publications across the country which are based on the Foxfire model is also included.

ED 114 311. *Teaching American History: Structured Inquiry Approaches*, edited by Glenn M. Linden and Matthew T. Downey. Boulder, Colo.: Social Science Education Consortium, 1975. EDRS price: MF \$0.83, PC \$7.82; plus postage. Also available from Social Science Education Consortium, 855 Broadway, Boulder, Colo. 80302 (\$6.95).

This book contains tips for dealing with both content and teaching strategies in American history. Each of five actual lessons provides examples of how to incorporate nontraditional subject matter, using a structured-inquiry approach, into the regular American history curriculum. The structured-inquiry approach requires the teacher, rather than the student, to select the content of the lesson and to predetermine the structure of the learning activity. The teacher does not have final answers but has a framework in which most student inquiry can occur. Chapter 1 introduces the work by examining reasons and processes for teaching history. Chapter 2 uses a role-play activity for examining the social history of American industrialization. Chapter 3 presents an interdisciplinary social science approach to the study of the American Revolution. Chapter 4 uses comparative data from other societies to illuminate the issues of American slavery. Chapter 5 describes several methods for active inquiry into local history. Chapter 6 provides short activities for developing information

search skills. Chapter 7 contains an annotated list of American history resources, including games, audiovisual materials, collections of documents, journals, and teacher resources.

ED 048 068. *Course of Study: United States History, Middle School*. Pittsburgh: Board of Public Instruction, 1969. EDRS price: MF \$0.83, PC \$9.32; plus postage.

This course for grade 8 contains 122 lessons designed to teach U.S. history. The guide provides a basic focus of instruction and presents a range of teaching techniques, materials, and activities which teachers can utilize according to students' needs and interests. A statement of general objectives for the course identifies the understandings, attitudes, appreciations, habits, and skills to be accomplished. Content is divided into ten units of study which parallel chronological periods in the nation's development. Each unit is introduced by a statement of content followed by definition of unit objectives and relevant questions. Individual lesson plans are organized into three areas: references, content, and student activities. Included at the end of each unit is an evaluation instrument. Audiovisual aids for each unit are also listed.

ED 032 335. *Hiroshima: A Study in Science, Politics and the Ethics of War* (teacher and student manuals), by Jonathan Harris. Amherst, Mass.: Amherst College, 1965. EDRS price: MF \$0.83; plus postage. Paper copy not available.

By focusing on the question of whether it was right or wrong to drop the atomic bomb on Hiroshima, this social studies unit seeks to illuminate the political, military, scientific, and moral complexities involved in making far-reaching decisions. Sections of the unit use primary materials from American, Japanese, and English sources to explore the following questions: (1) What was the choice in terms of Japanese versus American lives? (2) Was the A-bomb a military necessity? (3) As the agony of the atomic scientists and the Japanese reaction to the Potsdam Declaration are reviewed in light of recent history, was there a better way to win the war? (4) Was Russia the reason that the United States used the bomb? and (5) Was the use of the A-bomb morally defensible? Included are excerpts from the opinions of atomic scientists, military officers, and political leaders.

Elementary/Secondary (K-12)

ED 170 236. *Black Chronicle: An American History Textbook Supplement*, edited by Clarence S. Kailin and Mary Jean Sylvester. Madison: Wisconsin Department of Public Instruction, 1974. EDRS price: MF \$0.83, PC \$3.32; plus postage. Paper copy also available from: Wisconsin Department of Public Instruction, 126 Langdon St., Madison, Wisc. 53702 (free; \$0.25 postage for single copy).

The authors have attempted to provide an accurate and balanced representation of the history of the black experience in an effort to counteract misinformation presented in textbooks. The document is organized as a chronological outline of 11 major historical periods. For each period, a brief overview summarizes major national and international political and social events which were significant to blacks. Following the historical overview, specific dates within the historical period are listed and events occurring on those dates are described.

ED 168 923. *Black People in America: A Teaching-Learning Unit*, by Joyce Snyder and Russell L. Hamm. Terre Haute, Ind.: Indiana State University Curriculum Research and Development Center, 1978. EDRS price: MF \$0.83, PC \$3.32; plus postage.

This unit provides an historical overview of black Americans' struggle for civil rights and explores current legislation and court decisions about civil rights. Among its objectives are to view black Americans' struggle for equality in the context of American history, highlight the major civil rights organizations in the black American struggle, and note possible future directions of the civil rights movement. One major section, written in narrative style, traces the struggle for civil rights from colonial times through the Civil War, abolition of slavery, World Wars I and II, court decisions in the 1950s, the Black Muslim movement, and civil rights acts of 1957, 1964, and 1968. Another major section discusses court decisions concerning busing and racial integration in schools, availability of social services, discrimination in admission to institutions of higher education, and union membership. Analysis of the opinions of several contemporary writers shows that the courts have promoted greater equality of opportunity but that much more remains to be accomplished. Concluding sections present 38 activities and questions based on the previous sections, a list of 23 films, and a selected bibliography of more than 50 books and articles.

ED 153 927. *Teaching About New Mexico History and Culture* (History Series), by George G. Otero, Jr. Denver: Center for Teaching International Relations, 1977. EDRS price: MF \$0.83; plus postage. Paper copy available from Materials Distribution, Center for Teaching International Relations, University of Denver, Denver, Colo. 80208 (\$8.75).

This volume is designed to aid those who teach New Mexico history by making available easy-to-use activities. The aims of the activities are to increase student interest in state history and to develop within children an understanding of the role history plays in their lives. Although intended for elementary and junior high school students, many activities are adaptable for use in secondary classrooms. The guide is arranged into three major topic sections. The goal of Section 1 is to personalize history while introducing students to their state. Activities focus on the individual and what a historical event means to each individual. Section 2 contains activities which develop skills that

students can use in studying state history. Students are involved in games, drawing cartoons, filling in blank maps, and choosing items for a time capsule. Section 3 contains sample activities on the role that culture and the interaction of cultures play in the history of New Mexico. The activities are supplementary and can be applied to the study of any state with slight variations.

ED 153 926. *Teaching About U.S. History: A Comparative Approach, 33 Activities* (History Series), by Gary R. Smith. Denver: Center for Teaching International Relations, 1978. EDRS price: MF \$0.83; plus postage. Paper copy available from Materials Distribution, Center for Teaching International Relations. University of Denver, Denver, Colo. 80208 (\$6.75).

This book contains 33 supplementary activities on U.S. history. Although the activities were written for junior and senior high school students, most activities are adaptable for use with elementary school students. The activities attempt to develop skills in three areas: discovery (collecting, analyzing, and evaluating data; hypothesizing; and decision making), values and value analysis (assessing, examining, verbalizing, and acting on values), and knowledge about U.S. history. Section 1 contains lessons designed to interest students by linking their personal and family histories to U.S. history in general. Section 2 covers such topics as puritanism, nationalism, immigration, imperialism, and the American Revolution. Section 3 develops such basic social studies skills as interpretation of data, citizenship, and map use. Section 4 presents the United States as a multicultural society; students look at different life styles, ethnic groups, and minority groups in the United States. The last section links U.S. and world history with current issues. Issues examined include religion, conflict and power, war, and the future of America among nations of the world. Teacher instructions and student handouts are included.

ED 151 237. *Teaching Local History: Trends, Tips and Resources*, by Fay D. Metcalf and Matthew T. Downey. Boulder, Colo.: Social Science Education Consortium, 1977. EDRS price: MF \$0.83, PC \$7.82; plus postage. Paper copy also available from Social Science Education Consortium, 855 Broadway, Boulder, Colo. 80302 (\$5.95).

Trends, tips, and resources for teaching local and family history are identified in this book. The authors argue that using the local community as a historical resource can make American history more relevant and meaningful to students and aid in the development of a wide range of skills, including library use skills, writing skills, and skills used in evaluating historical data. A study of a community will yield information about its social history, economic history, family history, architecture and public art, and folklore. Suggestions about how to retrieve a community's history and teaching activities and techniques for using the information are provided in each chapter. Many of the suggestions describe projects and activities that the authors have used in their own classes. A final chapter contains a list of local history resources, including books, photographs, and materials on how to use local sources.

ED 147 056. *What Shall Our Children Read? A Selected Bibliography of Native American Literature for Young People*, compiled by Ruth Blank. San Jose: San Jose Indian Center, 1977. EDRS price: MF \$0.83; plus postage. Paper copy not available.

Designed to serve as a starter guide to teachers and Native American parents working with American Indian education programs, this annotated bibliography includes titles selected to reflect current availability and criteria for nonbiased subject presentation and literary value. The books are grouped broadly according to reading ability levels designated as "easy" (K-2), "medium" (3-5), and "high" (6-12). American Indian authorship or sponsorship is noted by an asterisk. A selection of eight Indian-written poetry citations is also presented. The publication dates range from 1953 to 1977, though the majority fall in the 1960s and 1970s.

ED 130 944. *An Ethnic Dimension in American History: A Unit on Immigration, Industrialization, Urbanization, and Imperialism, 1880-1920*. New York: B'nai B'rith Anti-Defamation League, n.d. EDRS price: MF \$0.83, PC \$6.32; plus postage.

This resource guide provides a model unit in U.S. history with ethnic content and a multiethnic perspective. The main focus is on the experience of blacks, Jews, Chicanos, Puerto Ricans, Italian Americans, Asian Americans, and Native Americans from 1880 to 1920. Four themes characteristic of the period are studied: immigration and minority groups, industrialization, urbanization, and imperialism and the rise of the United States to world power. In developing each theme, the unit suggests an outline of the subject, discussion questions, student activities, and appropriate audiovisual materials. Students perform comparative analyses of famous novels of the period, do research on stereotypes in the media, visit local city or state museums, and identify class ancestry on a world map as "new" and "old" immigrants. A selected annotated bibliography for teachers lists 14 books and journals. Another annotated bibliography for students contains more than 200 references.

ED 130 930. *Guide to Study America: An Interdisciplinary Approach to American Studies*, by Polly Chase Cleary et al. New York: Bantam Books, 1976. EDRS price: MF \$0.83; plus postage. Paper copy available from Learning Ventures, Bantam Books, 666 Fifth Ave., New York, N.Y. 10019 (\$3.50; quantity discount available).

This interdisciplinary American studies curriculum guide for grades 7 through 12 provides a people-oriented approach to U.S. history. Intended to convey a sense of history to motivated and nonmotivated students, the guide describes six units which can be used singly as minicourses or together as an in-depth course on American life. Verbal and study skills are emphasized throughout the book. Learning methods recommended include simulation games, research, panels, field study, data-retrieval charts, inquiry, and values clarification. Each

chapter presents an overview, unit description, student and teacher readings, group and individual activities, learning objectives, and bibliography. A skill-enrichment section for teacher use is also included.

ED 124 474. *Circus* (Oregon ASCD Curriculum Bulletin 30, no. 332), by Mildred Fennell and Janet Witter. Salem, Ore.: Oregon Association for Supervision and Curriculum Development, 1976. EDRS price: MF \$0.83, PC \$3.02; plus postage. Paper copy also available from Oregon ASCD Curriculum Bulletin, P.O. Box 421, Salem, Ore. 97308 (\$1.50).

This bulletin discusses the circus, as described by circus companies, and offers ideas by educators from several states for how to use circus-related topics in the classroom. The bulletin is divided into several sections. The first section defines and describes the circus, with a short history. Next, a concise 200-year history of the circus in the United States is provided, followed by a 1975 census of circuses in the United States. A glossary of circus lingo and jargon and a list of phrases born in the circus world are included. How the circus stimulates local economy is explained in another section. Suggestions for teaching about the circus include ideas on animals, a class performance, activities for learning circus history, circus careers, relationship of a circus to the local community, and miscellaneous classroom activities. A lengthy bibliography contains listings on animals, bilingual materials, biographies, circus-related topics, factual and historical information, fiction for older children and adults, fiction and picture books for young children, recordings of circus music, and band and organ records.